DOCUMENT RESUME

ED 241 964 CS 208 318

TITLE Multicultural, Nonsexist Teaching Strategies: Language Arts (K-6).
INSTITUTION Area Education Agency 7, Cedar Falls, IA.
PUB DATE [80]
NOTE 63p.; For related documents, see CS 208 315-321. Poems on pages 145, 147, 152, 154, 157-158, 161, 178, 181, 183, 197-198, and 201 of the original document are copyrighted and have not been reproduced here.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Class Activities; Cultural Awareness; Elementary Education; Ethnic Stereotypes; *Language Arts; Learning Activities; *Literature; *Multicultural Education; *Poetry; *Sex Fairness; Sex Role; Sex Stereotypes; Teacher Developed Materials; Teaching Guides
IDENTIFIERS PF Project

ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in literature and poetry. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop an understanding of literature and poetry while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually literature or poetry), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241964

MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ronald Dickinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Language Arts
(k-6)

CS208318

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Multicultural, Nonsexist Teaching Strategies: Language Arts (K-6).

Author(s):

Developed with funds provided by a federal Teacher Center grant contract under the provisions of the Higher Education Act of 1965.

AEA 7 Teacher Center
Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

DEVELOPERS:

MARY ELLEN MAYNARD	VALLEY PARK
MONICA GROOMES	LINCOLN
JEAN KELLY	LINCOLN
MARLYS DAVENPORT	HUMBERT
DIANE PLEIS	VALLEY PARK
PAT NYWEIDE	VALLEY PARK
BEVERLY SMITH	CEDAR HEIGHTS
ELVA ENGELKEN	LINCOLN
ELLEN OPSAL	LINCOLN
ERWIN JAEGER	SOUTHDALE
BARBARA HAMILTON	SOUTHDALE
JUDITH WILSON	VALLEY PARK
DEAN STAACK	ORCHARD HILL
JOHN YORK	CEDAR HEIGHTS

COORDINATORS:

DORIS MAUER CLASSROOM TEACHER & CHAIRPERSON OF TEACHER CENTER POLICY BOARD CEDAR FALLS, IOWA 50613	LINDA MARTIN AEA-7 GENERAL EDUCATION CONSULTANT CEDAR FALLS, IOWA 50613

SPONSORED BY:

THE AEA-7 TEACHER CENTER NELLIE GARVEY SCHOOL 2201 E. MITCHELL AVE. WATERLOO, IOWA 50702	IOWA DEPT. OF PUBLIC INSTRUCTION TEACHER CENTER PROGRAM GRIMES STATE OFFICE BUILDING DES MOINES, IOWA 50319

INTRODUCTION

The implementation of Multicultural Nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains an obvious lack of concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of fourteen elementary teachers in Cedar Falls, Iowa, is one such effort.

This resource is divided into the seven Language Arts skill areas of Creative Writing, Grammar, Listening Skills, Literature, Oral Language, Punctuation and Capitalization, and References. Each skill area is color coded and offers a variety of concrete suggestions for MC,NS lessons for Kindergarten through sixth grade.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinators for their contributions to this booklet and hope it is utilized extensively in the implementation of a successful Multicultural, Nonsexist Language Arts Program in Iowa.

MALE'S ROLE

Skill Area: Literature
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Having heard the poem "Miss Norma Jean Pugh, First Grade Teacher", the student will discuss other teachers they know, recognizing a man can also be a teacher.

MATERIALS NEEDED

Poem "Miss Norma Jean Pugh, First Grade Teacher" (attached)

DESCRIPTION OF ACTIVITY

Read and discuss poem.

DIRECTIONS

Read the poem to the class. Ask is Miss Pugh a man or a woman? Do you know any other teachers? Are they men or women? Can a man be a teacher? Do you know any men teachers? What do they teach?

EVALUATION

The student will be able to state that men can be teachers too.

Miss Norma Jean Pugh,
First Grade Teacher

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

Mary O'Neill

Childcraft Field Enterprizes, Chicago, IL

WOMAN'S ROLE

Skill Area: Literature
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Having heard the poem, What Daddies Do, the students will relate that Mommies can do these jobs too.

MATERIALS NEEDED

Poem, "What Daddies Do" (attached)

DESCRIPTION OF ACTIVITY

Reading of a poem and discussion

DIRECTIONS

Read the poem, "What Daddies Do", by Lois Lenski. Prior to reading, ask the students to listen for jobs a Daddy could do. After reading the poem, list the occupations mentioned. Talk about what each job entails. Ask the question, "Could Mommy do these jobs too?" Why or why not?

EVALUATION

The student should be able to respond Mommy or Daddy to the question - Who can do these jobs?

What Daddies Do

by Lois Lenski

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

Ruth Fideler, Families p. 79

PREJUDICE/BLIND

Skill Area: Literature
Grade Level: Kindergarten
Group Size: Pairs of 2
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

The student will experience what it is like to be blind.

MATERIALS NEEDED

Blindfold

DESCRIPTION OF ACTIVITY

Trust Walk

DIRECTIONS

One student is blindfolded. Another student leads the blindfolded student around pointing out obstacles along the way. Identify the body parts used. Discuss feeling when blindfolded.

EVALUATION

Did the student participate in the Trust Walk? How well did the students express their thoughts about being blind? How did the experience make the students feel about blind people?

AGEISM/MEETING OLD PEOPLE

Skill Area: Literatuare
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 1 hour

OBJECTIVE/PURPOSE

To have students meet older people during a field trip to a Rest Home. The student will visit the home, dramatize St. Nicholas and meet people who live there.

MATERIALS NEEDED

None

DESCRIPTION OF ACTIVITY

The students will act out the St. Nicholas myth and visit a Rest Home.

DIRECTIONS

Arrange to visit a nearby rest home on St. Nicholas Day (December 6). Ask that the patrons each place one shoe outside their door. The students pretend to be St. Nicholas and place a piece of candy in each shoe.

EVALUATION

Did the student participate in dramatizing St. Nicholas? Did the students understand the custom dramatized?

ETHNIC GROUP/ANCESTRAL TRADITION

Skill Area: Literature
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 20 min. daily for 3 to 4 days

OBJECTIVE/PURPOSE

Having heard the story, Nine Days Till Christmas by Marie Hall Ets, students will assist in making a pinata' to be used to celebrate a Mexican Christmas custom.

MATERIALS NEEDED

Book, Nine Days Till Christmas by Marie Hall Ets, large balloon, liquid starch, newspaper (torn into 12" X 1" strips), 6-inch squares of colored tissue paper

DESCRIPTION OF ACTIVITY

Read the story. Make a pinata', break a pinata'.

DIRECTIONS

Read the book. Discuss the ways Mexican children celebrate Christmas. Make a pinata'. Blow up the balloon, wrap a rope around it. Repeat wrapping the rope around the opposite side. Tie at the top. Suspend the balloon over a table (a reading chart works great). Cover the table with newspaper. Cover the balloon (leave an opening at the top) with strips of newspaper dipped in liquid starch. Apply the strips in up and down position only. Let dry over night. Repeat the next day placing strips around the balloon. Let dry. Repeat this process.

Fringe one edge of the tissue paper square. With a paint brush, apply a strip of liquid starch to the other end of the tissue square. Attach to the balloon overlapping them as you do. Let dry. Pop the balloon.

EVALUATION

Did the student listen to the story? Did the student help make the pinata'? Discuss whether Mexican American children practice this custom of the pinata' in the United States.

SNEETCHES/EXCLUSION FROM GROUPS

Skill Area: Literature
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

After hearing the story "The Sneetches", some students will name the criteria that excluded one group of Sneetches from another group.

MATERIALS

Book, The Sneetches by Dr. Suess

DESCRIPTION OF ACTIVITY

Discuss and dramatize the story The Sneetches

DIRECTIONS

Gather the students in a circle. Introduce the book by saying: "Class, today I have a story about some strange looking creatures. Maybe you will discover what is so strange about them." Show the children the picture of the Sneetches and ask the students if the creatures look just alike. Let them describe the Sneetches on Page 3. Read a few pages. You may wish to stop at Page 7 and ask, "Have you discovered what else is strange about the Sneetches?" "What do you think of that as a reason for leaving someone out?" "How do you feel when you are left out?" "How do the left out Sneetches feel?" Read the entire story.

Discussion Questions: Why did the Plain-belly Sneetches want stars? How did the Plain-belly Sneetches feel when they got stars? Why were the Star-belly Sneetches unhappy when everyone had stars? What did the Sneetches learn at the end of the story? What did the Sneetches learn about Sylvester McBean? Do handicapped people feel different? Do minority group people sometimes feel different?

You may choose to dramatize the story.

EVALUATION

Did the student participate in the discussion?

CHINESE MOTHER GOOSE RHYMES

Skill Area: Poetry
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

Given a Chinese nursery rhyme, the student will recite and perform the actions.

MATERIALS NEEDED

Chinese rhyme, pictures of Chinese American children in books

DESCRIPTION OF ACTIVITY

Share and discuss the pictures of the children. How are they alike or different from us?

DIRECTIONS

Teach the rhyme and its action using fingers or toes:

Wyndham, Robert ed. Chinese Mother Goose Rhymes, World Publishing Co., Cleveland, 1968.

Students in pairs join hands by placing one hand behind the head and the other stretched out to the side.

[*These poems were removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

Students work in pairs, join hands and turn under their arms together.

Two students stand back to back and link elbows. One student bends forward lifting the other. Reverse.

NONSEXIST CAREERS

Skill Area: Literature
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To pantomime the movements of persons, animals and objects.

MATERIALS NEEDED

The poem, "Let's Pretend"; Listen and Help Tell the Story; Bernice Wells Carlson; Abingdon Press; 1965

DESCRIPTION OF ACTIVITY

The poem "Let's Pretend" can be used as a springboard to explore the many possibilities of careers that boys and girls may some day have.

DIRECTIONS

Read the poem. Before each verse ask a student how he/she would make the motion which the verse suggests. At the end of the poem, in answer to the questions, What else can you pretend? What do other people do? encourage the students to act out careers that they would like to have some day. Discuss the many opportunities with them, emphasizing that whether they are a boy or girl makes very little difference in what they want to become.

EVALUATION

Each student will be able to pantomime a person, animal, or object.

MULTICULTURAL/COLORS

Skill Area: Literature
Grade Level: 1
Group Size: Class
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To increase awareness that racial color is only the color "outside" and that all people have beautiful colors inside.

MATERIALS NEEDED

The poem "Colors" taken from Where the Sidewalk Ends by Shel Silverstein; Harper and Row Publishers; 1974.

Colors

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

DESCRIPTION OF ACTIVITY

The poem "Colors" by Shel Silverstein is used as a springboard to discuss the likenesses and differences of people, both physically and characteristically.

DIRECTIONS

Read and discuss the poem. Ask questions such as:

What are some of the different colors of hair that we have in our room?

What colors of eyes do we have?

What colors of skin do we have?

Encourage the students to realize that our "outside" colors have little to do with our "inside" colors.

EVALUATION

The students should be able to listen to the poem and express their feelings about it.

UNIQUENESS OF AN INDIVIDUAL

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 25-30 min.

OBJECTIVE/PURPOSE

A "creative creature" is displayed as an uni[illegible]person. Each student can identify themselves and self-acc[illegible]ance as "I'm special too".

MATERIALS NEEDED

The book, Flutterby by Stephen Cosgrove, a Serendipity book by Price-Stern-Sloan Publishers; colors, pencil, paper

DESCRIPTION OF ACTIVITY

After reading the book, the students will create a character.

DIRECTIONS

As the students create their special animal, they should remember their favorite colors and surroundings that will make them happy, such as things that they will want to play with, and a special name for their creature, maybe using their initials.

EVALUATION

No evaluations are needed.

Continue sharing their creativity with the class - display them . Perhaps play a guessing game such as whose creations are they?

TOLERANCE OF OTHERS

Skill Area: Language Arts
Grade Level: 1
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To make students aware of how diversity is not always accepted in a positive way.

MATERIALS NEEDED

The book Leo the Lop by Stephen Cosgrove, a Serendipity Book

DIRECTIONS

Read the book and discuss what normal is. It is whatever you are!!! Discuss what tolerance is. How can we be tolerant of everyone? Perhaps reread the book. Discuss how being unique is not negative. People need to respect individuals and their differences.

DESCRIPTION OF ACTIVITY

Same as directions

EVALUATION

Student understanding of the concept of diversity as not a negative facet.

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

Listening to a poet's feelings as a warm, new family develops in a "rhyme". From the Interracial Children's Book List.

MATERIALS NEEDED

The book, "Everett Anderson 1-2-3" by Lucille Clifton, 1977, Holt, Rinehart & Winston

DESCRIPTION OF ACTIVITY

After reading the book "Everett Anderson 1-2-3" the students will discuss the rhymes of the number one, two, and three.

DIRECTIONS

Read the book which is about a small boy's mother considering remarriage. As Everett considers the number one, two, and three - sometimes they're lonely - sometimes crowded - but sometimes just right. After reading the book which is a continuing rhyme, the students should recall phrases with the teacher giving the lead line, such as:

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

There are over 30 rhyming phrases to share from the basic 1-2-3 theme.

EVALAUTION

Teacher will write some of the rhyming words from the story on a poster.

Lesson feelings: How it feels to be a family of 2?
How do you become a family of 3?
How do you become a family of 2?

MULTICULTURAL/AGED/NONSEXIST

Skill Area: Literature
Grade Level: 1
Group Size: Class
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

To increase awareness that no matter our age, sex, or race, we are all worthwhile human beings.

MATERIALS NEEDED

The poem No Difference taken from Where the Sidewalk Ends by Shel Silverstein, Harper & Row Publishers, 1974

No Difference

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

DESCRIPTION OF ACTIVITY

The poem "No Difference" by Shel Silverstein is used to help the students realize that all people have value regardless of age, sex, or race.

DIRECTIONS

Read and discuss the poem. Ask questions such as "How are all people the same?" "What are some things all people like?" Lead to the discussion of the rights of all people.

EVALUATION

The students should be able to listen to the poem and express their ideas aobut it.

DOLLS

Skill Area: Literature
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To be able to listen for and discuss the main idea in a story.

MATERIALS NEEDED

The book William's Doll by Charlotte Z olotow; Harper & Row; 1972

DESCRIPTION OF ACTIVITY

William's Doll is the story of a boy and his desire to have a doll of his own to take care of. William is confronted by his father, brother and the boy next door, none of whom want him to have a doll. Then one day someone finally understands and explains to the others that boys need dolls so that they can learn to take care of babies too.

DIRECTIONS

Read the book to the class. Discuss the reasons why it is important for boys to know how to take care of babies.

EVALUATION

The students should be able to explain that it's important for boys to know how to take care of children.

IT'S ALL RIGHT TO CRY

Skill Area: Literature
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To develop an awareness that crying is a way of showing true emotion and that both boys and girls sometimes cry.

MATERIALS NEEDED

The poem It's All Right To Cry by Carol Hall

DESCRIPTION OF ACTIVITY

Discuss crying and why people cry. Read the poem "It's All Right to Cry". Help the students conclude that crying is a good emotional outlet and that both boys and girls can cry.

DIRECTIONS

Lead the discussion by saying that when you cry, you show it, you are unhappy. Emotions aren't things you can see, but you can see tears. Tears are warm and salty. Tears fill up in your eyes and trickle down your cheeks. Sometimes crying is quiet and sometimes it is noisy.

Read the poem "It's All Right to Cry" by Carol Hall. Then discuss why people cry and that all people cry. (Poem is on following page.)

EVALUATION

Students should come to the realization that crying is a way of showing emotions and that both men and women, boys and girls, sometimes cry.

IT'S ALL RIGHT TO CRY

by Carol Hall

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

LITERATURE

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

A famous story, Twas the Night Before Christmas, with a new twist. Why have Papa run to the window? Let's give it a new character. No papa in the house, so why not mama run to the window? This will enlighten possibilities for other literature changes of sex roles and characters.

MATERIALS NEEDED

Story, Twas the Night Before Christmas

DESCRIPTION OF ACTIVITY

See objective

DIRECTIONS

Reread the famous tale by changing the gender.

EVALUATION

Discuss other holiday stories and possible changes that could be made in characters. Teacher should observe student reactions to see if they are accepting or disappointed.

FRIENDSHIP

Skill Area: Language Arts
Grade Level: 1
Group Size: Class or small group
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

Oral listening to a story about a child's disappointment and jealousy over a new baby sister. Then the child becomes aware of his role as a big brother.

MATERIALS NEEDED

From Interracial Children's Book list, She Came Bringing Me That Little Baby Girl, 1974 by Eloise Greenfield, J. B. Lippincott.

DESCRIPTION OF ACTIVITY

Teacher reads the book about the new baby girl that Kevin's Mom brings home and a discussion of Kevin's feelings follows.

DIRECTIONS

After reading the book, talk about the thoughts of Kevin that day. What bad thoughts did he have? When did Kevin change his mind about the new baby girl? What was his mother's secret about when she was little?

Uncle Roy was very important. When he was growing up, who was he?

What does Kevin decide about the baby?

EVALUATION

Discuss: if I had a baby brother . . .
if I had a baby sister . . .

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

Oral listening to a story about a spirited little girl and her friendship with an unconventional old woman.

MATERIALS NEEDED

From Interracial Children's Book List - Hi Mrs. Mallory by Ianthe Thomas, Harper & Row, 1970; drawing paper for students

DESCRIPTION OF ACTIVITY

Share the book, Hi Mrs. Mallory. The students will discuss Li'l Bets relationship to Mrs. Mallory in an intergenerational way.

DIRECTIONS

After reading the story, talk about Mrs. Mallory and Li'l Bits happy moments. What can Li'l Bits do for Mrs. Mallory? What can Mrs. Mallory help Li'l Bits with? Do you know anyone like Mrs. Mallory? Students share their relationships with older people. Try to stretch them beyond their grandparents - perhaps an older neighbor, a church friend, or someone special when they shop at the stores.

EVALUATION

Draw a picture of themselves and an older friend. The students should dictate a sentence to accompany their pictures for a class booklet on the intergenerational theme.

EXTENSION

The sad moment at the end of the story. What happened to Mrs. Mallory? Perhaps read another story about death such as The Two of Them by Aliki, Green Willow Books, 1979 or When People Die by Joanne Bernstein and Stephen Gullo, Dutton Co., 1977.

INTERGENERATIONAL

Skill Area: Language Arts
Grade Level: 1
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

Boys can play with dolls - girls can play with carpenter tools.

MATERIALS NEEDED

William's Doll by Charlotte Zolotow, 1972, Harper & Row

DESCRIPTION OF ACTIVITY

After reading the story of William's big wish of playing with dolls, discuss the story.

DIRECTIONS

Lead the discussion to "Grandmothers" are so wise! She knew why William wanted a doll - so that when he grows up, he will have had a chance to practice being a father, how to care for a child, love him, and to feed him, so Grandmother gives him a doll. Elaborate on Grandfathers - that they are wise too. Let children talk about other things that boys and girls can play with such as:

polywogs
toads
snakes
footballs
playhouses
play dishes
jump rope

EVALUATION

From play activities or discussions, choose gifts for students in your room, or brothers and sisters, which are not the "usual" ideas for their sex.

LITERATURE

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25 students
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

For appreciation of the rich life and culture of the African continent, in wonderful images and words that sing!

MATERIALS NEEDED

Book from Multicultural Children Book List, Africa Dream by Eloise Greenfield, 1977, John Day Company

DESCRIPTION OF ACTIVITY

Read the book to the class and display the imaginings of their black ancestors.

DIRECTIONS

As Africa Dream is read, discuss that the main character is a young black American that travels in her dreams to Africa. In "long ago Africa" she shops in the marketplace for pearls and perfume and rides through the crowds. In the village she finds her "long-ago granddaddy" with her daddy's face.

EVALUATION

Our America is made up of Native Americans, Asian Americans, Hispanic Americans, etc. Would other Americans have dreams of their far away place?

Discuss colors that people represent - the "rainbow" effect with symbolic colors.

NATIVE AMERICANS

Skill Area: Language Arts
Grade Level: 1
Group Size: 20-25
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Appreciation of Native American culture

MATERIALS NEEDED

From the Multicultural Children's Book List, The Sunflower Garden by Janice May Udry, 1969, Harvey House Inc.

DESCRIPTION OF ACTIVITY

Listening to the literature printed in The Sunflower Garden of an Algonkian Indian girl.

DIRECTIONS

After reading the book, discuss Pipsa, the only girl in a family of five brothers - four older and one younger. She longs for praise from her father and how does she gain respect of the whole village? How does her family notice Pipsa? It all begins and ends with a sunflower.

EVALUATION

The students can discuss ways that they can be noticed and praised by adults, parents, other relatives, teachers, friends.

Read and show films of other cultures.

ELDERLY/NON TYPICAL GRANDPARENT

Skill Area: Literature
Grade Level: 2
Group Size: 25
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

To break the stereotype of the typical "Grandparent" typecast by our antiageist society.

MATERIALS NEEDED

Book - "Kevin's Grandma" by Barbara Williams, E. P. Dutton Co., c. 1975.

DESCRIPTION OF ACTIVITY

Lead a class discussion about grandparents. Read book out loud to students, then allow time for the students to react to grandmothers.

DIRECTIONS

See above

EVALUATION

Teachers personal evaluation of discussion. May tape to see if worthwhile activity.

ELDERLY/NON TYPICAL GRANDPARENT

Skill Area: Literature
Grade Level: 2
Group Size: 25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To break the stereotype of the typical "Grandparent" typecast by our antiageist society.

MATERIALS NEEDED

Book "Grandpa and Me" by Patricia L. Gauch, Coward, McCann, & Geoghegan, Inc. c. 1972.

DESCRIPTION OF ACTIVITY

Lead a discussion about grandparents. Teacher will read book to students. Then allow time for the students to react to grandfathers.

DIRECTIONS

See above

EVALUATION

Teacher evaluated

WOMEN'S ROLES

Skill Area: Literature
Grade Level: 2
Group Size: 20
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To increase student's awareness that mothers can do anything.

MATERIALS NEEDED

Mothers Can Do Anything by Joe Lasker, Albert Whitman, 1972.

DESCRIPTION OF ACTIVITY

Read the book to class. Discuss mother's jobs from the book and compare to those in the room.

DIRECTIONS

See above

EVALUATION

Teacher evaluation

HANDICAPPED/BLIND

Skill Area: Literature
Grade Level: 2
Group Size: 25
Time Allotment: 20 min

OBJECTIVE/PURPOSE

To increase awareness of the capabilities of blind people to lead a normal life.

MATERIALS NEEDED

Book "Sally Can't See" by Palle Peterson, The John Day Co., 1974

DESCRIPTION OF ACTIVITY

Teacher will begin lesson by discussing blind people and their problems. Read book. Follow up discussion to point out ways she is most like other children.

DIRECTIONS

See Above

EVALUATION

Teacher evaluates.

SINGLE PARENT

Skill Area: Literature
Grade Level: 2
Group Size: 20
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To increase awareness of non-traditional family situations.

MATERIALS NEEDED

Book - "The Night When Mother Was Away" by Charlotte Zolotow, Harper Row 1974, "The Summer Night", book dealing with single parents.

DESCRIPTION OF ACTIVITY

Read story to class. Discuss similarities of child in the story to students in the classroom who might also have trouble falling asleep.

DIRECTIONS

See above

EVALUATION

Teacher evaluates.

HIDDEN WORD PUZZLE

Skill Area: Literature
Grade Level: 3
Group Size: Class or Individual
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To familiarize students with other culturally based male and female names.

MATERIALS NEEDED

Worksheet (attached) and pencil

DESCRIPTION OF ACTIVITY

Discuss the importance of recognizing other culturally based names in our society today. Explain that in most areas today, we will meet people who have names that are pronounced differently than we are used to. For example: Jean - J=W sound, Maria - r might be "rolled". Use a word bank with the hidden word puzzle.

DIRECTIONS

Using the word bank of boys and girls names, you will locate these names in the puzzle and circle each one.

EVALUATION

Teacher check or if you make a center out of it, it could be student check with a teacher-made copy.

NAME_____

HIDDEN WORD PUZZLE

H E L M U T V U I M X T Y
A C A D L K T P N S U B E
N W N L O L A K J O S E L
N M T N P O F F O K U T L
I C O D E K R V S R X Z O
E L I P L M E N E K V E W
P O N O S T I E F V H X T
U M E N T L D Q A C A D A
I T T O A E A B X T N C I
C L T D L B M N K Q S R L
M O E T T G M A R G O T O
V I N M A R C U S N E A B
L A I N C R E G G I E C D

WORD BANK

Jose
Little Deer
Olga
Josefa
Helmut
Reggie
Antoinette
Hannie
Yellowtail
Freida
Margot
Els
Marcus
Lola
Hans

WRITING POETRY THAT RHYMES

Skill Area: Literature
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will write 2-line poetry with each line ending in words that rhyme.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Have students put themselves in situations that they would normally think of for a member of the opposite sex to be involved in. Put the situation in poetry form. Go over a few with the class to motivate and stimulate ideas.

Examples: In baseball, Mary is an expert,
She always hits the ball; not the dirt.

Mrs. Woo loves spaghetti
But not as much as her son Freddy.

For the more elaborate poem:

Dad stayed home to bake a cake,
No one knew how much it would take.
He mixed and stirred
And almost purred
For the batter he did pour
We all said, "We want more!"

DIRECTIONS

Each of you will now write a poem of your own. Be sure that the end of each line of the poem rhymes with the end of the next line. We've done a few examples in class, now try one of your own. Raise your hand when you have one so I can read it. We'll share some later.

EVALUATION

Teacher makes sure students rhyme end words of lines of poem.

CINQUAINS

Skill Area: Literature - Poetry
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have students understand how a cinquain poem is written and give them the opportunity to write 1 or more on a given topic.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Explain how a cinquain is written and what it is - a 5-line form of Japanese poetry. Also give students titles to their poems. Titles could be Native Americans, Black, Mexican-Americans, or individual's names such as Lightfoot, Olga, Josefa, Margot, etc.

DIRECTIONS

Explain how to write a cinquain:

Title (1 word)
2 nouns describing title (2 words)
3 words describing feeling (3 words)
4 words showing action (4 words)
Synonym or word meaning title (1 word)

Example of a cinquain:

Jose'
Strong, dark
Sensitive and kind
Running, throwing, catching, passing
Use 1 of 3 for synonym - Mexican-American, boy, or American

EVALUATION

None, but have students share their cinquains with the class.

MULTICULTURAL/INDIANS TODAY

Skill Area: Literature-Poetry
Grade Level: 3
Group Size: Large group
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will listen to a poem titled Indian Children written by Annette Wynne, and then compose a short poem of their own about Native Americans today - where and how they live, what they do, eat, etc.

MATERIALS NEEDED

Copy of poem (attached), pencil and paper

DESCRIPTION OF ACTIVITY

The teacher will read the poem to the students (twice or more) and have children make comparisons on then and now in Native American life.

DIRECTIONS

Listen to the poem and be thinking about how different the Native American people live today compared to many, many years ago before the Pilgrims moved to America. Your poems may or may not use rhyming words. You will try to tell a story in your poem.

EVALUATION

Have students share their poems if they would like to. Otherwise, the teacher may select a few to read to the class.

INDIAN CHILDREN

by Annette Wynne

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

FOLK TALES

Skill Area: Folk Tales
Grade Level: 4
Group Size: Class or small group
Time Allotment: Several class Sessions

OBJECTIVE/PURPOSE

Students develop awareness of contributions of various cultures to the present.

MATERIALS NEEDED

Folk tales from various cultures and countries, materials to make puppets.

DESCRIPTION OF ACTIVITY

Have various books on folk tales or read some to the class. Assign groups to do play.

DIRECTIONS

Folk tales are to be read, characters discussed. Puppets will be made. Conversation and narration planned.

EVALUATION

Plays will be observed.

*Folk Puppet Plays for the Social Studies

MULTICULTURAL LEGENDS

Skill Area: Literature - Mythology
Grade Level: 4
Group Size: Class
Time Allotment: 1 period

OBJECTIVE/PURPOSE

The student will learn how groups transmit their cultural heritage through legends and folk tales.

MATERIALS NEEDED

Copy of legend "Maui Conquers the Seen" or other suitable legends.

DESCRIPTION OF ACTIVITY

Described in Directions

DIRECTIONS

Read the legend to the class. After reading, discuss and ask questions similar to these:

Why do you think this story was told to children?
Do you think this is a true story?
How do you know?
What part of the legend do you think would be the most difficult to really do?

EVALUATION

Discussion of questions

MULTICULTURAL WRITING PROJECT

Skill Area: Literature - Poetry
Grade Level: 4
Group Size: class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will copy in their neatest handwriting, using all punctuation as needed, the following poem.

MATERIALS NEEDED

Paper, pencil, the poem written on the overhead or the board or on individual worksheets for the student to copy.

DESCRIPTION OF ACTIVITY

Read poem together first and discuss meaning.

DIRECTIONS

Copy the poem in your best cursive using all punctuation as needed.

Just Me
by Margaret Hillert

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

EVALUATION

Collect papers and correct for punctuation and observe letter formations that need working on.

POETRY INTERPRETATION

Skill Area: Paragraph Writing
Grade Level: 5
Group Size: 25-30
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To write in paragraph form with correct capitalization and punctuation, ideas gotten from the poem, "Merry-Go-Round" after discussion and reading of poem - possibly in connection with social studies unit on Black Americans.

MATERIALS NEEDED

Copies of poem "Merry-Go-Round" by Langston Hughes, pencil, paper

DESCRIPTION OF ACTIVITY

Same as Directions

DIRECTIONS

Read poem together and discuss. Then have each student write two or three paragraphs relating their feelings about the poem and how they might feel about having to ride a bus in a "Jim Crow Section".

EVALUATION

Teacher collect and read. Check for punctuation and capitalization.

MERRY-GO-ROUND

by Langston Hughes

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

183.

"BLACKS & PUBLIC SCHOOLING IN IOWA HISTORY"

Skill Area: Literature & Oral Interpretation
Grade Level: 5
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

Students use critical thinking skills to complete the analysis questions which provide a deeper understanding of the event.

MATERIALS NEEDED

The reading: Blacks & Public Schooling In Iowa and analysis questions. Reading is attached.

DESCRIPTION OF ACTIVITY

Same as directions.

DIRECTIONS

Duplicate class quantities of the case study along with analysis questions for students to read and answer questions. Be sure these are complete sentences.

Teacher conducts a class discussion around analysis questions to see if students were able to "read between the lines" and understand what really went on during the riot.

EVALUATION

Class discussion.

Taken from Strategies Unlimited, developed by instructors from Price Laboratory School, UNI, Cedar Falls, IA

The Iowa General Assembly passed a law in 1847 making public schools "open and free alike to all white persons in the district between the ages of five and twenty-one years." In 1858, the General Assembly passed a school law stating that the district should provide separate schools for black children, unless the district's patrons unanimously agreed to having a non-segregared school. This law was held to be unconstitutional because the new Constitution of 1857 created a Board of Education with authority to enact school laws. However, there were some separate schools for Blacks and Whites as late as 1874.

The following excerpt of a letter from Sarah Parker, Grinnell, Iowa, to her mother, describing a riot in Grinnell illustrates the controversy that existed in 1860 over public schooling for Blacks.

Grinnell, March 10, 1860

My Dear Mother

Your letter, commenced on my birthday, is just received. I had concluded that you were sick, when yesterday a letter from Aunt R. came to tell me you were.

I have long been trying to write, but we have had a very interesting series of meetings, and when they closed, my eyes became sore so that I could not use them much, and am now just able to write.....

If my eyes were well and I had plenty of time and room, I would give you full particulars of, what think you! THE FIRST MOB IN GRINNELL!

Do not be astonished; it has been and is gone, but its effects can never be effaced from our community. You know, mother, that when the "Sons of God came to present themselves before the Lord - Satan came also among them." So it has been here.

I wrote to you Sat. eve. Sunday those whom I mentioned were received into the church. Monday evening was school meeting. To prepare you for what follow, I must relate (or write) a few facts. In the midst of our revival a Quaker brought for our safe keeping, four black men, whom the Tabor people helped to rescur from kidnappers. They were received, and offered work, as two of them wished to go back after their wives and children. They were anxious to learn and asked to go to school. Their employers consented to their going until the spring work came on. They went, but it offended many. The question - "Shall colored pupils be

received in our schools?" was put to vote at the school meeting, and the ayes carried it by a small majority. One man arose in a frenzy of passion exclaiming, "They shall never enter those doors unless over my dead body." Another says - "I go with you." - and still others said the same, telling the antislavery men they must come prepared to defend them if they sent the negroes on. The proceedings of the meeting on the proslavery side were beyond belief. We who were graduates of Oberlin received torrents of abuse, ladies and all. It was said that Jane and I had told we "would as soon sleep with a 'nigger' as a white person." Mrs. Augusta Bixby, the Squire's wife received her portion with us, because she is a decided antislavery and lets it be known. Mr. Cooper was called a liar to his face - he only replied "Very well." Mr. Parker silenced their slanders of Oberlin by giving them the facts. It was feared the meeting would not end without fighting - but it did.

Tuesday morning, between eight and nine, the mob came on to the school house, led by two of the most desperate men in town. The two negroes saw the proceedings and it roused their savage wrath. They armed themselves and came on, saying that if they must suffer so to gain their freedom, and have all these indignities heaped upon them after they had gained it, they might as well die at once. As the Blacks approached, the leaders of the mob went to the school-house steps with clubs, and it is supposed, concealed weapons. By much persuasion, the negroes were prevented from attempting to meet them, but it was their preference to fight their way through. They would probably have killed the leaders. Then the mob called on the officers to disarm them, but they would not, for their lives had been threatened.

1. Was Sara Parker a black person or white: Defend your answer.

2. What was the topic of the school meeting on Monday night?

3. What caused one man to shout, "They shall never enter those doors unless over my dead body."?

4. What social class (upper, middle, lower) would you suspect led the opposition to the two black students going to school? Give two examples of evidence in the letter to support your conclusion.

5. Was there physical violence at Monday night's meeting?

6. What did Sarah's husband do for a living?

7. Were the two black students sincere about wanting to go to school? How do you know?

8. According to the letter, what did Sarah Parker think would happen to church congregations following the riot? How might the conflict among the church members carry over to the business and social life of the town?

STEREOTYPING

Skill Area: Literature
Grade Level: 5
Group Size: Class
Time Allotment: 45-60 minutes

OBJECTIVE/PURPOSE

To gather information on how students perceive sex differences, how those differences influence student attitudes and to use that information for changing sex role attitudes.

MATERIALS NEEDED

Paper, pencil, stories

DESCRIPTION OF ACTIVITY

Same as directions.

DIRECTIONS

Ask each student to read a story (or assign different stories - maybe some from recent published books and others from a while back - old readers) and report on the following:

1. Was the main character male or female?
2. What things did the main character do?
3. Who else was in the story?
4. What did they do?
5. How was the main character different from other characters in the book?
6. What words were used to describe boys? Men? Girls? Women?

EVALUATION

Class discussion of information gathered.

THOSE QUOTATIONS AND PROVERBS!!!

Skill Area: Literature
Grade Level: 5
Group Size: Class
Time Allotment: One Class period

SOURCE: Individual Differences: An Experience In Human Relations for Children UNI Curriculum Lab.

Familiar proverbs and quotations are a part of our tradition and are easily accepted by ourselves as being a guide for our actions. Their influences on us can cause us to react to situations without thinking. Consider the following social injustices or disrespectful attitudes in List A. Then find the quotation from List B that may have influenced our thinking about an injustice and match the quotation to it.

LIST A	LIST B
1. Some people close their eyes to violence, crime, injustice and try not to get involved _____.	a) One rotten apple spoils the barrel.
2. Some people neglect the poor because we say they are lazy and should get a job_____.	b) A woman's place is in the home.
3. Some people have no regard for cultural heritages of ethnic groups and minorities _____.	c) All men are equal.
4. Some people that have spent time in prison often return to crime outside_____.	d) Nothing costs so much as what is given to us.
5. Some people have discriminated against women in jobs and expectations_____.	e) America - the great melting pot.
6. Some people fail to accept that the new generation will have problems dealing in a new world_____.	f) You can't know a girl by her looks or a man by his books.
7. Some industries fail to comply to pollution standards_____.	g) Punishment is a sort of medicine.
8. Some people think all people already have equal rights and wonder why they still ask for it_____.	h) God helps those who help themselves.
9. Some people think children should not play with children who have made mistakes, even though they have learned from their mistakes_____.	i) See no evil.

"THAT'S GREEK TO ME"

Skill Area: Literature-Mythology
Grade Level: 5
Group Size: 20-30 (groups of 2)
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

To have students recognize that the gods of Greek mythology posessed special powers irregardless of their being male or female.

MATERIALS NEEDED

Paper, pencil, chalkboard or overhead projector, dictionary encyclopedia

DESCRIPTION OF ACTIVITY

Discuss the names of the Greek gods and their special powers. Identify whether male or female. For example:

DIRECTIONS

Have a list of the Greek gods (listed below) and have two students pick 2-4 to look up in dictionaries and encyclopedias. Note their special powers and whether male or female. The Greek gods are:

Ares	Dyonisus	Muses	Tethys
Artemis	Eros	Nymph	Theia
Athena	Furies	Oceanus	Themis
Atlas	Gaea	Phoebe	Titans
Circe	Hera	Poseidon	Uranus
Cronus	Hercules		Zeus
Demeter	Hermes		
	Hestia		

EVALUATION

Have pairs of students share one Greek god or goddess each.

"LIMERICKIES"

Skill Area: Poetry
Grade Level: 5
Group Size: 25
Time Allotment: 25-35 min.

OBJECTICE/PURPOSE

To acquaint students with an Irish form of poetry that has become world famous.

MATERIALS NEEDED

3 x 5 card, pencil/pen

DESCRIPTION OF ACTIVITY

A limerick is a poem that tells a funny story. It is 5 lines long. Lines 1, 2, and 5 rhyme; lines 3 and 4 rhyme.

Example: There was an old teacher of Norway
Who dreamed he/she was stuck in a doorway
He/she awoke in the night
In a terrible fright,
And found it was true in a sore way.

DIRECTIONS

Do several limericks together orally and notice that there are three stresses in Lines 1, 2, and 5, and two stresses in lines 3 and 4. (Limericks are humorous - or just plain wacky.) Give students the 3 x 5 card and have them write their best effort on these.

EVALUATION

Use the cards for a bulletin board display. ENJOY!

"THEY COME IN TWOS"

Skill Area: Literature
Grade Level: 6
Group Size: 20-30
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

To recognize couples that are famous in our literature and stories.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Teacher will give one name of a famous couple - the student will attempt to identify the second partner. There are 10 items.

DIRECTIONS

Listen to the first of these famous couples. Can you name the second of these pairs? Number your paper from 1-10.

1. Jack and Jill.
2. Blondie and Dagwood.
3. Romeo and Juliet.
4. Olive Oyl and Popeye.
5. George (W.) and Martha.
6. Napoleon and Josephine.
7. Caesar and Cleopatra.
8. Mary and Joseph.
9. Hansel and Gretel.
10. Lady and the Tramp.

EVALUATION

Make an assignment and have students find several more "famous two's" from books, movies, T.V., etc., i.e. (Hi and Lois, Pierre and Marie Curie, Fred and Wilma, Betty and Barney - Flintstones, Ronald and Nancy, Jimmy and Rosalyn, etc.)

FREED

Skill Area: Literature
Grade Level: 6
Group Size: Class
Time Allotment: 1 period

OBJECTIVE/PURPOSE

The students will listen to the reading of Freedom Train by Dorothy Sterling, and relate in a composition their understanding of the concept of slavery.

MATERIALS NEEDED

Freedom Train by Dorothy Sterling.

DESCRIPTION OF ACTIVITY

Literature appreciation

DIRECTIONS

Read the selection orally to the class and follow up with a general discussion of the conditions of slavery. The students should be able to produce an essay entitled, "I Was Freed by Harriett Tubman", as they put themselves into the role of being saved by this runaway slave who became a Moses to her people.

EVALUATION

Students will successfully complete the assigned paper.

FREE CHOICE

Skill Area: Literature
Grade Level: 6
Group Size: Class
Time Allotment: 1 class period

OBJECTIVE/PURPOSE

Students will learn more about themselves and understand others as they gain a new perspective.

MATERIALS NEEDED

A starter list of famous authors, world leaders, sports stars, recording artists; anyone who students would like to change places with.

DESCRIPTION OF ACTIVITY

An activity designed to discover what might be important in people's lives, an opportunity to adjust ours or redirect portions.

DIRECTIONS

Open discussion of famous people that students admire. Discuss their background, events shaping their lives, and how they coped with success. Students will choose their personal selection and tell what it is that impresses them about that person and explain why they would like to change places with that person.

EVALUATION

Students will actively discuss and write an essay on the topic.

INTERNATIONAL WRITING PERSONALITIES

Skill Area: Literature
Grade Level: 6
Group Size: Individual or small
Time Allotment: 2 class periods

OBJECTIVE/PURPOSE

Students will prepare reports, short biographical sketches and log activities of international writing personalities.

MATERIALS NEEDED

World map, newspapers, suggested books: Alice in Wonderland, Twenty and Ten, The Secret Cave, Emil and the Detectives.

DESCRIPTION OF ACTIVITY

An opportunity to feature current world writers and display on a bulletin board those writers and illustrations of children's books.

DIRECTIONS

Suggest to the students a bulletin board that will feature international writers and illustrators of children's books featuring a world map, pictures, book covers, and biographical sketches of the illustrators. Some suggested personalities might include:

John Tenniel - Alice in Wonderland
Miroslau Saseh - This Is . . .Series
Claire Huchet Bishop - Twenty and Ten; The Secret Cave
Rumer Goldern - Little Plum
Eric Kastner - Emil and the Detective
Astrid Lindgren - Pippi Longstocking

One period should be spent in research and one in writing.

EVALUATION

Students will prepare sketches and prepare a continuing bulletin board on writing personalities.

"THE BLIND MEN AND THE ELEPHANT"

Skill Area: Poetry
Grade Level: 6
Group Size: Large group
Time Allotment: 30-60 min.

OBJECTIVE/PURPOSE

After reading, listening to and discussing this poem, the students should come to the conclusion that differences of opinion may be caused by jumping to conclusions, not looking at the whole problem, and/or limited information.

MATERIALS NEEDED

Poem "The Blind Men & The Elephant", paper for drawing, charcoal or markers

DESCRIPTION OF ACTIVITY

After hearing and reading "The Blind Men & The Elephant", the students discuss jumping to conclusions, lack of complete information and not looking at the complete situation. They will then draw a series of pictures to illustrate the poem and may wish to speak the poem, using the pictures.

Copies of the poem may be distributed to the class to read again before or as the discussion takes place. The class should discuss the jumping to conclusions before knowing all available information about someone or something. This could then be applied to classroom situations (if any) or cultural situations (minorities, differences in cultural attitudes, dress, etc.)

As another activity, the class could then draw with charcoal or markers a series of large pictures to ill strate the poem. These could then be displayed in the room or displayed as they read or speak the poem to another group.

Poem is on following page.

EVALUATION

Group participation will be observed.

"The Blind Men & The Elephant"

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

John G. Saxe

"MERRY-GO-ROUND"

Skill Area: Poetry
Grade Level: 6
Group Size: Small or large
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

After hearing/reading the poem, the students will participate in a discussion of prejudice and minorities of varying types.

MATERIALS NEEDED

Poem "Merry-Go-Round" by Langston Hughes

DESCRIPTION OF ACTIVITY

Following a reading of the poem, discuss the meaning of prejudice and the problems faced by people in the "minority". A series of discussion questions may be used. Try to point out that minorities besides color-based exist and try to point out prejudice in these areas too (i.e. women, religion, etc.)

DIRECTIONS

Read the poem to the students:

Merry-Go-Round

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

by Langston Hughes

Lead a discussion using the following questions or similar ones: (1) When were you last on a merry-go-round? (2) If you had happened to be standing in line and overheard the incident that was taking place in the poem, is there anything that you might have said to the boy or girl speaking? (3) Have you ever been in a situation where you would have experienced what the child was feeling? (4) What prejudice, subtle or otherwise, have you ever personally faced? (5) If you wanted to do something about the problem of "civil rights," what are some things you could do? (a) in our school, (b) in our town, (c) on a national level? (6) Perhaps you believe that nothing needs to be done about this problem. If so, state that position clearly and forcefully.

If source is needed: Raths, Louis E., Harmin, Merrill and Simon, Sidney B.; Values and Teaching, Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.

Try to bring the subject of prejudice into the area of other groups other than those based on color, cultural minorities within the community, women, teenagers, elderly, handicapped. Students might have some groups that they would like explored.

EVALUATION

Student involvement in discussion can be observed.

CINQUAIN

Skill Area: Poetry
Grade Level: 6
Group Size: Indiv., small or large
Time Allotment: 25-30 min.

OBJECTIVE/PURPOSE

In writing the cinquain each student will use adjectives, verbs, synonyms and a simile to describe himself/herself.

MATERIALS NEEDED

Paper, including a piece of scrap paper for making lists, pencil

DESCRIPTION OF ACTIVITY

It is assumed that before attempting this activity, the students are familiar with adjectives, verbs, similes and synonyms. This five-line poem of self-description can aid the teacher in evaluating the working knowledge of these concepts and also give to the teacher a view of how the student views himself/herself or what they want others to see.

DIRECTIONS

The student will begin the cinquain by placing their names in the center of the first line of their poem. Next, have them list all the adjectives they can think of to describe themselves. From this list they are to choose two to be used as the second line of the cinquain. Again, have them make a list, this time a list of all the verbs they can think of to describe themselves. From this list, three verbs are chosen forming the third line of the cinquain. The fourth line will contain a simile beginning with the words "like" and "as". The simile should also describe the student. The cinquain ends with the fifth line containing only a synonym for the name of the person in the first line.

This exercise has proven most enlightening at the various times it has been used. Often times we find that students view themselves very differently from the way we view them.

EVALUATION

Knowledge of adjectives, verbs, similes, and synonyms will be shown by the type of words chosen by the student to use in the cinquain.

"I AM A CHICANO"

Skill Area: Poetry
Grade Level: 6
Group Size: Small or large
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

After hearing the poem "I Am A Chicano: and discussing it, the students will be able to cite specific incidents of prejudice in the poem and relate a similar example or prejudice that they have seen, heard about, read about, or experienced themselves.

MATERIALS NEEDED

Poem "I Am A Chicano" by Robert Martinez

DESCRIPTION OF ACTIVITY

The poem is read to the class followed by a discussion of the prejudices shown in the poem. The subject of ethnic pride (cultural pride) should also be discussed with examples from the poem and contributions by the students.

DIRECTIONS

Read the poem to the students:

I Am A Chicano

[*The poem was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

Discuss the evidences of prejudice to be found in this poem. Ask the students if they have ever read about, heard about, seen or experienced themselves any type of prejudices.